Vol. 8 No. 9

NATIONAL CONGRESS BULLETIN

MAY
1941

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

Dear Local President:

The fiscal year has just closed for the National Congress of Parents and Teachers and for many of its state branches. We now can look back upon the parent-teacher year of 1940-41 and in retrospection evaluate our achievements. Whatever our successes or failures, we are called upon to exert the utmost effort to adjust activities to present-day needs.

It has no doubt been difficult for some communities to meet the emergencies that have arisen because of the national defense program and the general unsettled conditions. Every parent-teacher group has faced the situation courageously, and the results have proved the ability of organized parents and teachers to participate effectively in a program designed to safeguard our children. Youth must make certain adjustments, and we must assist.

During the forty-four years of its existence, the National Congress has stressed the necessity for a sympathetic cooperation between the forces which control the child's life—the home, the school, the church, and the community. But today our chief concern is the community and what it may contribute toward the stabilization of young life. The parent-teacher association is the group best fitted to assume responsibility for a wholesome community life. Many of us must broaden our base of activity and develop programs in which the community interest is paramount, keeping in mind the child *in* his community, instead of the child *and* his community.

My wish for each of you for the year just beginning is happiness in your work and success in reaching your goals.

Edith S. Hughes

Regional Vice-President
National Congress of Parents and Teachers

"I AM AN AMERICAN" DAY—1941

A PROCLAMATION

BY THE PRESIDENT OF THE UNITED STATES

NOW, THEREFORE, I, FRANKLIN D. ROOSEVELT, President of the United States of America, do hereby designate Sunday, May 18, 1941, as "I Am An American" Day and urge that this day be observed as a public occasion in recognition of our citizens who have attained their majority or who have been naturalized within the past year. And I do call upon all Federal, State, and local officials, and all patriotic, civil, and educational organizations to join in exercises calculated to impress upon all our citizens, both native-born and naturalized, the special significance of citizenship in this Nation. . . .

It is hoped that local associations throughout the country will participate in "I Am An American" Day which has been set aside as a public occasion to be observed by appropriate public ceremony.

NATIONAL CONVENTION

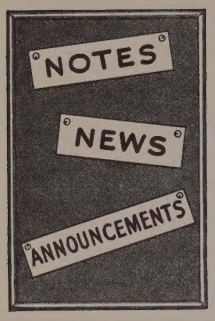
On the Air

FORTY-FOUR years ago only a small number of the members of the National Congress of Parents and Teachers were privileged to listen to the addresses and discussions of the annual convention. Today, through the medium of radio, it is possible for every member to listen to some of the main addresses and discussions. On Sunday, May 18, Mrs. William Kletzer, national president, will be heard over the NBC red network from 3:45 to 4:00 P.M. This broadcast will be in the nature of a convention forecast.

The New England Town Meeting discussion of the question, "Is Education Meeting the Needs of Youth?" scheduled for Tuesday evening, May 20, will be broadcast at 8:00 to 8:30 P.M. direct from Faneuil Hall, from whose platform many noted American statesmen have addressed the nation. This is made possible through the facilities of the NBC blue network. Again on Thursday, May 22, 11:00 to 11:15 P.M., NBC blue network, national officers will present the high lights of the coming year's program.

Other broadcasts featuring discussions by convention participants will be heard over CBS, Tuesday, May 20, 10:15 to 10:30 P.M., and Wednesday, May 21, 3:45 to 3:55 P.M. The Mutual Broadcasting Company and the Yankee networks will also cooperate in bringing the convention to the members.

It is suggested that parent-teacher members watch their newspapers for announcements and urge their local stations to carry these programs. When it is impossible for a station to carry the broadcast at the time scheduled because of other programs, it may be recorded and rebroadcast at another time, provided permission to do so is secured from the broadcasting company. All broadcasts are scheduled for Eastern Daylight Saving time.



THE P.T.A. BULLETIN BOARD

Over 100,000 Increase in MEMBERSHIP

HEARTIEST congratulations, parent-teacher leaders! You have not only held the first line of national defense, but you have added more than 100,000 recruits to protect the ramparts. We shall consolidate our gains, strengthen our lines, and move forward into larger areas of responsibility which open up before us.

The strength of the parent-teacher association is built up by individual memberships. However lofty our ideals and purposes, if we cannot maintain a steadily increasing membership our plans will fail.

Many factors enter into increased membership. There must be good state programs of work that will attract members. There must be a high degree of cooperation of all forces.

But no factor is more vital than the state membership chairmen. Reports from them since the beginning of the year, articles in the state bulletins, and final reports of many of them in hand indicate the constant persevering work they have done. All honor to these splendid chairmen whose accomplishments declare their worth!

We look forward confidently to the membership conference in Boston when the reports of all state chairmen will have been received and where all states will be represented.

Mabel Williams Hughes,
Membership Chairman

NATIONAL CONGRESS MEMBERSHIP AS OF APRIL 15, 1941

Alabama	58,245	Nebraska	24,583
Arizona	9,043	Nevada	1,722
Arkansas	45,846	New Hampshire	4,316
California	261,118	New Jersey	107,750
Colorado	46,633	New Mexico	4,501
Connecticut	28,740	New York	118,294
Delaware	5,752	North Carolina	77,826
D. C.	18,231	North Dakota	11,660
Florida	57,642	Ohio	178,336
Georgia	49,940	Oklahoma	34,597
Hawaii	16,894	Oregon	26,343
Idaho	6,322	Pennsylvania	140,712
Illinois	176,929	Rhode Island	11,378
Indiana	71,680	South Carolina	9,484
Iowa	52,610	South Dakota	7,347
Kansas	45,886	Tennessee	76,990
Kentucky	39,563	Texas	138,713
Louisiana	20,264	Utah	19,229
Maine	4,437	Vermont	9,456
Maryland	12,749	Virginia	47,357
Massachusetts	30,117	Washington	54,494
Michigan	84,993	West Virginia	43,711
Minnesota	52,940	Wisconsin	30,732
Mississippi	16,323	Wyoming	3,088
Missouri	73,227	Alaska	71
Montana	11,174	Puerto Rico	200

Total Membership — 2,480,188

SPRING STATE CONVENTION THEMES—1941

ATTENTION is called to the following list in the hope that from it parents and teachers may gain a clearer appreciation of the scope and aim of present-day parent-teacher endeavor. Convention themes grow out of real national concern for our children and youth. They are an attempt to bring the membership closer to the problems of our times. Profoundly significant are this year's themes, grounded in parent-teacher philosophy and expressing the hope of parents and teachers for the young. Even from this brief outline, we can see that the will to action is stirring within parents and teachers, and that, according to the measure of their strength and knowledge, they have a great part to play in the world drama. From this brief outline too, we can gain hope for the future of humanity, a hope founded upon the progress of the past and the goals we have selected for future achievement.

Alabama—*Normal Community Life for Responsible Citizenship*
Arkansas—*In Defense of Childhood*
California—*For All Citizens—Social Integrity*
Connecticut—*The Development of Participating Citizens*
Delaware—*The Parent-Teacher Association's Relation to National Defense*
District of Columbia—*The Home, Our First Line of National Defense*
Georgia—*Georgia's Children and Youth in a Democracy*
Hawaii—*The Child and the Program of Total Defense*
Idaho—*Education for Citizenship*
Illinois—*Individual Responsibility to the Community*
Indiana—*Education for Citizenship*
Kansas—*Education for the American Way of Life*
Kentucky—*Making Democracy Live in Home, School, and Community*
Louisiana—*Protecting Childhood in the World Crisis*
Michigan—*Keeping Faith with America*
New Hampshire—*Character—an Inner Defense*
North Carolina—*Childhood and Youth in a Democracy*
New Mexico—*Building Character the American Way*
Oregon—*Enlarging Parent-Teacher Vision*
Rhode Island—*Rhode Island Awake to Its Children*
South Carolina—*The Home, the School, and the Community*
Tennessee—*The P.T.A. in a Program of Total Defense*
Utah—*Modern Problems in Community Living*
Washington—*The American Way*
Wisconsin—*American Citizens in the Making*

THE NEED FOR ACTION

Daily events prove shockingly the need for prompt, intelligent, unflagging action on our part.

In country after country people are being harried and pressed into a single mold, a national mold which allows no personal rights or freedom, which considers the individual utterly at the service of the state—a state which is a Juggernaut of wanton destruction bent upon the conquest and subjection of ever larger numbers of people whose great sin is their desire to be free and to live in their way. Every means of seeing or hearing in this national state is rigidly controlled. Newspapers, movies, and radios disseminate news passed by authorities who pervert it to their own ends. Education has but one purpose, to teach youth the totalitarian philosophy, to make them pliant automatons ready to carry out the will of those in power, to serve blindly the ends of a sadistic state.

There never has been greater need for a thorough understanding of democracy; for a passionate resolve to put it into effect in our own daily living; to see that every person enjoys to the full the benefits which it guarantees.

The task is not easy. We have been content to believe that democracy exists simply because we say that it does. Now we must analyze its underlying principles until we understand their full import, then find ways and means of putting them into the pattern of daily life. We have been prone to use the word "democracy" without understanding what it truly means, to accept the word of "authorities" rather than to think through its implications as a rational system of everyday living for ourselves and our neighbors.

A continuous program of education is necessary if democratic government is to function properly. That Americans have abiding faith in the virtues of education is abundantly demonstrated by our system of public schools, by the sums which we expend yearly to maintain these schools, and by our education laws. Generally, though, we have been content to let schools be schools. We have not taken the time and energy necessary to analyze clearly the powers and abilities needed by intelligent citizens in our communities and to see that children are trained in them. We have not looked beyond the confines of the schoolroom to find for students the potent experience necessary to produce intelligent citizens well versed in democratic principles and so thoroughly imbued with them that they carry them on in their relationships with all others.

Schools, no matter how efficient and wise, cannot completely educate in and for democracy. The home must be the first bulwark. Parents must understand clearly and practice faithfully the principles that they wish their children to carry into life, for the child acquires the pattern of thought and prejudice of the home quite as naturally and as certainly as he inherits the physical features of his parents. Autocratic homes and schools cannot produce children well versed in democratic principles and practices.

We may expect a certain portion of young people to live as decent, intelligent citizens no matter what kind of a home or school they come from, just as we may expect a small percentage of young people will fail to make good even though they have had the best available training. But these cases are the exceptions, not the rule. Training in home and schools, beginning in early years, sets the general pattern that will prevail throughout life.

DEVELOPING INTELLIGENT CITIZENS

If this is true and if we are to be intelligent citizens who are developing intelligent, participating citizens, then these points follow:

1. Parents and teachers must clearly understand the principles of democratic living. They must know the characteristics, qualities, habits, attitudes, and thought processes which an individual must possess if he is to live democratically in the community of which he is a part. They must then determine the methods most likely to produce results and agree upon the responsibilities of each.

2. Homes must be functioning democracies in which the child has an opportunity to develop the powers and abilities which he needs to be an intelligent citizen.

The home trains individuals to live in a family and to understand the family's duties and responsibilities as a unit in our society. The school trains individuals from many families and is in position to give experience to community-wide living that a home cannot. There is no essential division in this program. In developing intelligent citizens the home and the school differ in methods only. The goals of both are, or ought to be, in complete agreement.

The community agencies have a vital part in this. The church has an essential role, for democracy cannot exist without an understanding of Christian life. Scouts, clubs, recreation, all play their part.

3. The child must be given enough guided freedom so that he may learn cause and effect. He must be taught to draw his conclusions from the facts which he can gather, act in the light of his conclusions, and abide by the consequences of his acts.

This essentially is the pattern by which an act is carried through by a rational person. Sometimes the process is short-circuited and one acts from prejudice, but regardless of the motive behind the act an adult must abide by its consequences. The consequences of illogical conclusions or mistaken judgment may be severe. They may even affect the well-being of a whole community. The practicing citizen can afford few mistakes in judgment.

OPPORTUNITY MEANS RESPONSIBILITY

Children can be taught to gather facts, to reason clearly, and to draw logical conclusions. It is not enough that they be taught, they must be given opportunity to practice this procedure repeatedly until it becomes familiar, comfortable, and thoroughly established. They must understand that responsibility accompanies opportunity, that they must accept this responsibility if they accept the opportunity.

And finally they must be taught that a free man living in a democracy must practice self-discipline; that he acts of his own volition with due regard for the welfare of others as well as his own.

One of the fundamental differences between democracy and totalitarianism is precisely in the difference between reasoned self-discipline and unreasoning acceptance of discipline from authority outside the individual's mind and conscience.

BULLETIN TITLES

I. Introduction
1. What Price Democracy?
2. The P.T.A.—Its Unique Function in a Democracy

II. The Foundation Stones of Democracy
3. The Intrinsic Worth of the Individual
4. Equality
5. The Bill of Rights
6. Social Responsibility
7. The Appeal to Reason
8. The Consent of the Governed
9. Intelligent Citizens

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy* . . . BULLETIN No. 9★

INTELLIGENT CITIZENS

CHANGE is characteristic of all living things. Things are always in a state of becoming something else, of changing from what they are. For example, a plant changes day by day until its life cycle is complete. We know that each plant species has unique characteristics, so definitely individual that it can be recognized by a skilled observer no matter what its stage of development. We know, too, that with rare exceptions a seed produces a generation of precisely the same kind of plant which bore it.

Things in nature reproduce themselves with exactness. Within broad limits the same is true of men. Physically all people have the same make-up —a head, two eyes, two ears, two hands, two feet. They vary in size or shape, but men are more similar physically than unlike. Individual differences exist, but the pattern is so firmly established that generations of men produce other generations of men who differ little in general physical characteristics. But men are living things, and we said at the beginning that "change is characteristic of all living things." If this is true what are some of the changes that occur?

CHANGES COME SLOWLY

INTERESTINGLY enough, even physical structures change, very slowly to be sure, but nevertheless definitely. Scientists who work in the field of measurement have definite proof that the height of the average American is increasing and that he is changing in other physical ways.

Such changes are so slow that most of us do not observe them. Only scientists who have kept accurate records for many generations can announce such findings with confidence. All we need to understand is that life and change do go together.

If we turn now from physical man to things created by his mind we are immediately impressed not by the slowness of change but by the almost explosive violence with which it occurs. Changes occur in the realm of ideas and concrete objects which affect our mode of living tremendously. As an illustration of the latter, the automobile makes our daily life very different from that of fifty years ago. New inventions always have some effect, and inventions are being made rapidly. Everyone knows about changes of this kind.

CHANGES IN IDEAS

IN the realm of ideas trends are not always clear, but in government, for example, over a period of time, there is observable change. Education laws, health laws, the laws of your state in most any field, will show considerable change with time, change which indicates definite recognition of public problems and attempts to solve them by public action.

As long as man is alive and has needs and desires, whether for concrete things such as houses, radios, airplanes, cannon, or for better laws, better labor conditions, better poetry, better government, change will occur. Usually there is an underlying purpose, a fundamental philosophy by which new proposals or inventions are measured and their probable efficiency tested. Without some such measuring device, change is not necessarily progress. It may simply result in chaos.

In government, laws made without due regard for basic principles result in disaster or eventual repeal. Change is to be expected, even invited, but it cannot be made without some guide, some pattern, some social philosophy that will set the objectives of the contemplated change and keep each step within due bounds.

With us democracy is a fundamental guiding principle, but when we use it as a measuring stick we must be aware of an existing paradox. Democracy does not exist by natural laws. It will not reproduce itself true to form generation after generation. It does not grow through a definite life cycle, then die to start the process all over again.

DEMOCRACY IS A GUIDE FOR LIVING

DEMOCRACY is a philosophy that exists in the minds and hearts of men as a constant guide for their everyday living. Created by man and subtly changed by him, it exists only as he understands clearly its basic principles and applies them to his daily affairs. It has no fixed form. It varies with each individual's interpretation. It means what he wills it to mean.

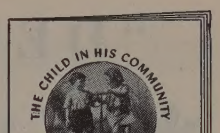
You see now the dilemma. Change is inevitable if there is life, if there is to be progress. Progress in the fields of living and government must be guided by democratic principles. But because it is a man-made concept, democracy changes too. It does not reproduce itself in its own image. It is subject to varying interpretations. Thus changes are measured by means of a measuring stick which is itself subject to change. If democracy is to be a reasonable measure, then we must understand, define, and clarify our concepts and practices so that it becomes a consistent unit.

Dr. Thomas H. Briggs in *The Ramparts We Watch* says, "Democracy cannot be left to shift for itself. Unless it is constantly clarified, unless there is developed in it an impelling faith, unless it is seen to be directive of action in all phases of modern life—social, political, religious, industrial, and economic, it will degenerate and die. A defeat in arms will be meaningless and insignificant if we have already defeated democracy by neglect."

The need is clear, and methods are indicated though they cannot be simply stated. Generally, we must discuss and clarify the principles of democracy until we are sure of what they mean to us and our neighbors, then dedicate ourselves to their everyday observance. This program begins at home, in the community. Unless democratic living prevails every minute of daily life there is no use of inquiring as to its status in the nation or of pointing a finger of scorn at neighboring nations because they are undemocratic.

★ *This is the final Bulletin in this series.*

THE CHILD IN HIS COMMUNITY



The Importance of Leisure Time

"Develop public recognition of the educational importance of leisure time, and the necessity for providing recreational facilities and services to children in both rural and urban surroundings."

— From THE CHILD IN HIS COMMUNITY

WITH the coming of summer, parents are more vitally interested than ever in the development of an adequate leisure-time program for children of all ages—a program that takes account of their mental and spiritual, as well as physical, growth. The National Congress traditionally has concerned itself with this field. In *The Child in His Community*, its purposes in this respect have been crystallized as Goal 7 of the aims to be reached so that every child may have the opportunity to live a full life, truly satisfying to himself and useful to his community.

At the 1940 White House Conference on Children in a Democracy, it was emphasized that recreation for children should emerge from the life of the people; that it should have a leadership that draws the best from a democratic culture; that it should use group experience and group channels.

A COMMUNITY FUNCTION

More and more, recreation is coming to be recognized as a community function. Authorities in education, housing, health, libraries, soil conservation, forestry, camping, and community planning are increasingly aware of the relationship of leisure-time activities to their fields. Governments, Federal, state, and local, have a growing responsibility for the provision of needed facilities and services.

Children, perhaps more than any other group, need channels through which they can express their elemental desire for friendship, recognition, adventure, creative expression, and group acceptance. Play and recreation may, under proper conditions, supplement family life in meeting these basic needs. They supply a healthy medium for the expression of normal children's need for association, for emotional development, and for a healthy independence, as well as for other needs that arise at different stages in the individual's passage toward maturity. They furnish, finally, the principal means whereby the child can develop motor, manual, and artistic skills.

During the past ten years, there has been a vast growth in organized leisure-time projects for children. Vast forest and park areas have been thrown open to the public, and particularly to youth. Camps, community centers, athletic fields, swimming pools, tennis courts, clubhouses, hiking trails, and trail lodges have sprung up. Schools have instituted leisure programs. Music, drama, art, photography, and travel have been extended. Several states have passed enabling laws broadening the basis for community programs. There has been an increasing recognition of the importance of trained personnel to direct children's play.

DIRECTING LEISURE-TIME ACTIVITIES

Within local communities, the immediate expansion of leisure-time activities may be directed along the following lines:

1. The opening of the playgrounds of all schools for community use after school hours and on week ends and holidays.
2. The extension of organized leisure-time activities to children living outside city limits and in adjacent rural areas through joint planning groups of city and county agencies.
3. The inclusion of libraries, museums, health agencies, schools, parks, art schools and galleries, and social-recreation facilities in recreational programs for youth.
4. The development of library-extension agencies to serve rural children and families.
5. The establishment of park and camping areas adjacent to large urban centers by municipal, country park, and forest agencies, in collaboration with similar national and state agencies.
6. The remaking of cities through slum clearance and the creation of parkways, parks, and open spaces.
7. The institution of recreational activities to meet the physical and psychological needs of children of all age groups.
8. Cooperation of educational and recreational organizations.

Whether progress be accomplished in large or small measure during the coming months, however, one thing is certain: that leisure-time activities for children will benefit in proportion to the cooperation which parents, teachers, and community leaders achieve in creating and maintaining them.

QUESTIONS FOR DISCUSSION

What can parents and teachers do to make the child's home and school recreational activities a continuous process?

How can leisure-time activities reflect the democratic way of life?

What is the function of trained leadership in children's recreation?

What can local communities do to develop recreational programs and facilities for children?

REFERENCES

Children in a Democracy — General Report adopted by the White House Conference on Children in a Democracy, January 19, 1940, Washington, D. C.

National Parent-Teacher articles: Floyd W. Reeves, "Youth and Their Needs," April 1941; Sterling North, "The Antidote for Comics," March 1941.

The Child in His Community. National Congress of Parents and Teachers. Chicago, Illinois.

PRESCHOOL STUDY COURSE

Next month's issue of the National Congress Bulletin will contain complete details concerning our annual course for those interested in children of preschool age. The topic is

HOW WE GROW

NATIONAL CONGRESS BULLETIN

Volume 8 MAY Number 9

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago, Illinois, by the National Congress of Parents and Teachers.

Subscription price: 20 cents a year.

Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.

"DEFENSE BEGINS AT HOME"

AN ALL-OUT PROGRAM OF DEFENSE FOR OUR 28,000 PARENT-TEACHER ASSOCIATIONS

STATEMENT BY OUR NATIONAL PRESIDENT

"NO NATION is stronger than its weakest home. To insure healthier generations who will be able to participate actively and intelligently in a democracy, parents and teachers must work hand in hand to strengthen the home. In so doing they will build a first line of defense for the nation. The study course, 'Defense Begins at Home,' is presented with the conviction that it will lead parents and teachers into a greater understanding of the problems and values involved in making democracy a real and dynamic way of life for themselves and their children."—Virginia Kletzer.

DIRECTOR

Dr. Ada Hart Arlitt, head of the Department of Child Care and Training, University of Cincinnati, will direct the course.

COURSE SUBTOPICS

1. *The Homemaker Takes Over* — Some new skills which the homemaker will need in preparation for defense. The importance of the home in a defense program.
2. *Does Money Make the Man?* — Wise saving and spending. How should the dollar be divided? Should we hoard?
3. *To Market We Go* — Planning meals. What is a normal diet? When and how should we use substitutes?
4. *Who Is to Blame?* — How fears grow up. Ways of building a solid morale. Points to keep in mind in rearing children under world war conditions.
5. *The Tightened Belt*—Ways in which the home and school may cooperate to develop strong citizens who can meet adversity, if it comes, and rebuild the world after the destruction of war.
6. *What Shall We Do Next?* — The recreation needs of the community. Ways in which these may be expanded. The part played by recreation in a defense program.
7. *All Out for Homes* — The housing needs of communities. Ways in which these may be met. Excellent and good standards for housing. Ways in which parent-teacher associations can work toward adequate housing for every family.
8. *Youth Marches On*—Planning for marriage under a defense program. Points which each parent of the engaged couple should keep in mind in order to secure good family life for their children.

WHERE THE COURSE WILL APPEAR

The National Congress of Parents and Teachers will utilize the *National Parent-Teacher* magazine to present the course "Defense Begins at Home" and to interpret effectively its entire program of total defense adopted by the Executive Committee.

NO REGISTRATION FEE

There is no fee involved in undertaking the course. It will be available to all regular subscribers to the *National Parent-Teacher,* who receive a year's subscription for $1.00. Beginning in September and continuing through April, the Magazine will contain a series of supporting articles and study aids, including motivating questions, problems, and thought-provoking exercises. The series of articles alone will be well worth the subscription price, but in addition, subscribers will benefit by having available all the other material published monthly in the official organ.

SUGGESTED STEPS IN LAUNCHING THE COURSE

Establish immediate contact and cooperation with the following chairmen:

Magazine	*Publicity*
Programs	*Radio*
Publications	*Study Group*

Tell them about the course. Ask them to cooperate in working out a plan for getting it publicized in local newspapers, bulletins, programs, poster displays, circulars, handbills, and the like. These chairmen can form the *steering and information committee* which will start the course on its way.

See that chairmen of all other local committees also know about it. They will realize at once that here is an opportunity to *concentrate* on a *program of study and action* in which they too can play an important part.

Arouse widespread community interest in the course and then make arrangements to solicit subscriptions during June, July, and August so that as many persons as possible will have access to the course materials when the program gets under way. *Perhaps you may wish to appoint a special "Defense-Begins-at-Home Subscription Committee" for this purpose.*

Make it clear, when inviting people to subscribe, that the National Congress of Parents and Teachers, which is made up of the members of your association and that of 28,000 other associations, *makes no profit whatsoever on subscriptions.* Therefore, it is interested in a larger circulation for one reason only: To enlarge its services to this membership.

Suggest, where funds are scarce, that two, four, or five persons club together to take a subscription.

Assume personal responsibility for directing and promoting the course since it is a tremendously important part of our all-out defense program.

Attractive leaflets listing the topic and subtopics will be available free to all associations that undertake the course. These leaflets will be ready for distribution in July. Send for your supply as soon as you know how many copies you will need.